

# **KENTUCKY DEPARTMENT OF EDUCATION**

## **STAFF NOTE**

### **Review Item:**

Update on Implementation of the Individual Learning Plan

### **History/Background:**

***Existing Policy.*** In August 2006, the Department last updated the Board on implementation of the new web-enabled Individual Learning Plan (ILP) as a key strategy in bringing relevance and personalization to learning. If all students are to reach proficiency by 2014, every student must persist to graduation based on a plan of intentional focus that prepares him/her for success in further learning, work and citizenship. The Board emphasized the importance of adults collaborating around the needs of each and every student through the ILP when it amended 704 KAR 3:305, Minimum High School Graduation Requirements, to require the development of the Individual Learning Plan for each student by the end of the 6<sup>th</sup> grade year. A completed ILP is a requirement for high school graduation and students as well as their schools are held accountable. Also, the Board vested responsibility for evaluating and continuously improving the student planning and advising process at the district level for the first time. That requirement sends a strong message about the criticality of a systemic approach to boosting achievement through longitudinal student data tracking and close collaboration among schools, parents and community around the needs of students.

The Individual Learning Plan contains many activities and resources from which students may choose. It also contains required tasks that they must complete each year and documents their progress along the way. All ILP features are developmentally appropriate for the grade level, but students are free to explore resources for later years and revisit activities in earlier years. The ILP is keyed to the student's unique identifier and so continues to build from grade 6 -12, following the student from school to school or district to district. Generally, the ILP involves students in all grades on several levels:

- Exploring careers
- Creating education plans
- Establishing personal goals and revisiting these as they progress through school
- Tracking and reflecting on their community services experiences, work experiences, career-planning activities, and extra-curricular and organization activities
- Uploading related files, such as essays, scanned artwork, and letters of reference
- Exploring colleges and postsecondary opportunities that match their career, postsecondary and life goals
- Connecting to the GoHigherKY.org Web site for help with college planning, tuition assistance information and financial aide applications
- Collecting personal information like assessment results, advising activities, demographic information and educational history

- Creating personalized, professional-looking resumes

While we think of students as the primary users of the Individual Learning Plan, every parent has log-in credentials, access to helpful parenting resources and their student's ILP. The School Administration Tool helps teachers, counselors, and administrators implement and manage the ILP. They can view students' ILPs, monitor completion status, customize the application to incorporate activities that are resources unique to the school and community, and access a wide variety of aggregate reporting options. The ILP also toggles back and forth between Spanish and English to support students and their parents who are English Language Learners. Community members who serve as student advocates may also be provided with access, at the discretion of the local school.

Appendix A contains four documents providing further detail on various aspects of the Individual Learning Plan: 1) ILP for Parents; 2) School Components; 3) Guided Tour; and, 4) Completion Standards by Grade Level.

At the August meeting, the Department will provide a brief online tour of the ILP. In addition, the Department will make log-in credentials available to Board members who want to experience the ILP as a student at their leisure.

### ***Professional Development and Training***

The roll-out of professional development to support effective implementation of the ILPs began last August and continues. That has included orientation to the features and functions of the system itself, professional development on effective advising models for school teams, and more extensive support for ILP points of contact in districts and schools. Whenever possible, these trainings are held in several sites across the state so that they are readily accessible.

As more and more schools become proficient with the tools, the Department is highlighting and sharing promising practices. The Department also encourages networking among school leadership teams on how to engage all students and parents.

### ***Usage Statistics***

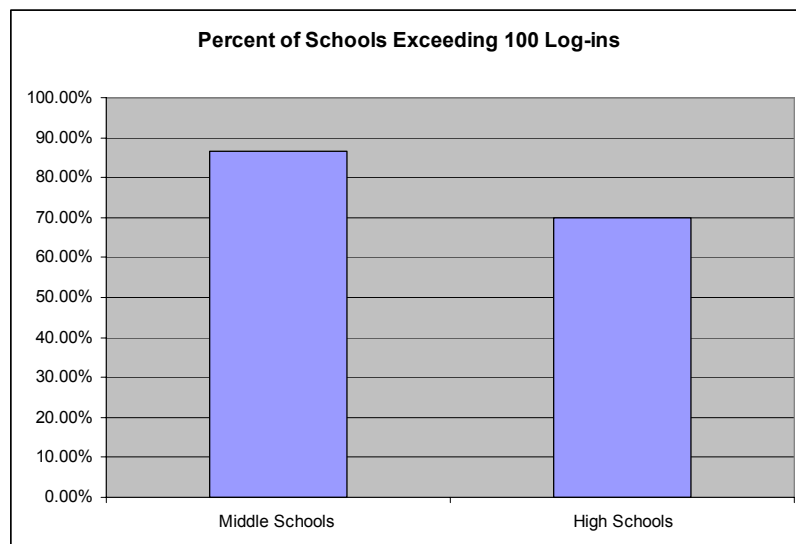
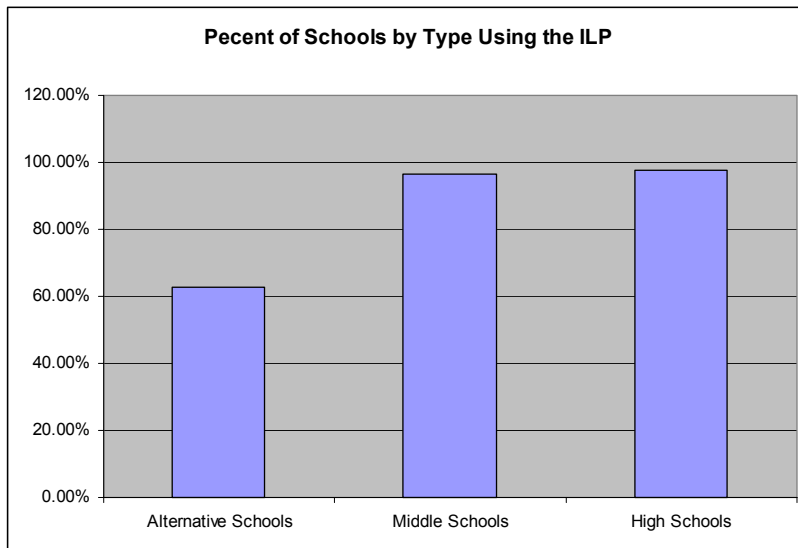
Activation of the system began in September 2006 and was phased in across the state through December 2006. Overall, from September 2006 through June 2007, usage statistics are as follows:

- Log-ins = 1,036,335
- Pages viewed = 41,157,007
- Average number of pages viewed per student = 129
- Number of student ILPs created = 339,341  
(ILPs were created in the state-level system for every student in grades 6 – 12)
- Number of students actively using ILP = 167,491

(Students become active as their school provides access to the system. Some schools are phasing in access by grade level. As an example, Jefferson County will begin phasing in with the middle schools in Fall '07.)

- Percent of implementation = 49%  
(Exceeds projected rate of 30% at end of first school year)

Additionally, the middle schools are the heaviest users of the system. This reflects the fact that completion of the ILP is a requirement for the graduating class of 2013. While schools are not required to implement the ILP for older students, most are making it accessible and promoting its use. Students in alternative schools, regardless of their grade level, are provided with the least access. This is an area of serious concern.



### ***Next Steps***

The excitement about the ILP among students, communities and educators has generated a great deal of discussion about expansion and next steps. The Department has identified several potential enhancements and areas of focus. Budgetary decisions will impact the extent to which some or all of these enhancements can be made. Examples are:

- Implementation in alternative placement facilities and Area Technology Centers
- Integrating with new student information system to produce electronic transcripts
- Links from ILP to EXPLORE, PLAN, ACT and WorkKeys Student Reports
- Gifted & Talented Services Plan as ILP component
- Individual Education Plan as ILP component
- Transferring ILPs to colleges and universities with admissions applications
- ILPs for special education students subject to the alternative assessment
- Expanding learning style inventories and integrating with additional career exploration tools, particularly to encourage interest in science and mathematics
- Tools that promote teaching as a career and establish early relationships between potential future teachers and Kentucky colleges and universities
- Further development of modules tracking longitudinal data on student experiences in and outcomes from intervention programs, such as ESS, and cohort groups such as GEAR UP and Kentucky Scholars

### ***ILP and Accountability***

Completion of the ILP is a factor in accountability. Until the class of 2012, when students must have a completed Individual Learning Plan for every grade 6 -12 in order to graduate, a completed Individual Graduation Plan (the older, paper-based format) will count in place of the ILP for accountability. Some schools will delay full implementation of the new tool until accountability becomes a factor. A change in the timeline would expedite implementation for all students.

### ***Policy Issues:***

- What guidance does the KBE have on current implementation, next steps and priorities?
- Should the Department propose a change in the regulation that would accelerate implementation in all districts for students in grades 6 – 12?

### **Impact on Getting to Proficiency:**

The Individual Learning Plan (ILP) is a key strategy in bringing relevance and personalization to learning. If all students are to reach proficiency by 2014, every student must persist to graduation based on a plan of intentional focus that prepares him/her for success in further learning, work and citizenship.

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**Deputy Commissioner**

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**Interim Commissioner of Education**

**Date:**

August 2007